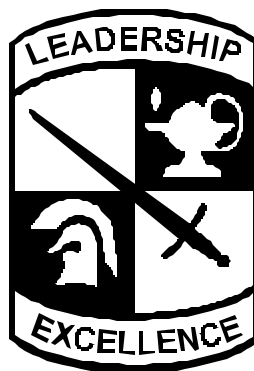
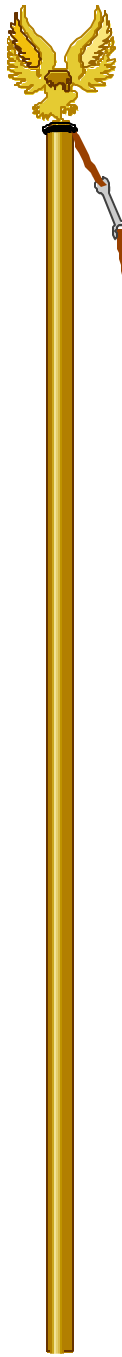

LEADERSHIP EDUCATION AND TRAINING



PROGRAM OF INSTRUCTION

U.S. ARMY ROTC
CADET COMMAND
FT. MONROE, VIRGINIA



A TOAST TO THE FLAG

by John J. Daly

Here's to the red of it-
There's not a thread of it,
No, nor a shred of it
In all the spread of it
From foot to head,
But heroes bled for it,
Faced steel and lead for it,
Precious blood shed for it,
Bathing it Red!

Here's to the white of it-
Thrilled by the sight of it,
Who knows the right of it
But feels the might of it
Through day and night?
Womanhood's care for it
Made manhood dare for it,
Purity's prayer for it
Keeps it so white!

Here's to the blue of it-
Beauteous view of it,
Heavenly hue of it,
Star-spangled dew of it
Constant and true;
Diadems gleam for it,
States stand supreme for it,
Liberty's beam for it
Brightens the blue!

Here's to the whole of it-
Stars, stripes and pole of it,
Body and soul of it,
O, and the roll of it,
Sun shining through;
Hearts in accord for it,
Swear by the sword for it,
Thanking the Lord for it,
Red White and Blue!

Contributed by |
LTC George W. Gehr
Senior Army Instructor
Fort Knox High School

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and
National Defense Cadet Corps (NDCC)

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Program of Instruction Cover Page

Total Computed Academic Hours: 720 (180 hours per year for four years)

Approval Authority: U.S. Army Cadet Command, Junior Reserve Officers' Training Corps
Directorate

Approval Date: 01 February 2002

MACOM Validation Date:

Supersedes: This POI supersedes POI dated 15 December 1999.

Minor Changes and Additions: Changes and additions that do not substantially alter the intent of this Program of Instruction (POI) will be released using the global Junior ROTC e-mail list, posting on the JROTC web page, or unit mailing lists as appropriate. The changes and additions should be annotated where needed and the original notice kept behind the POI in the Instructors Desk Reference.

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

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Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Preface

Status: Directorate Approved

Training Location(s): Three- or four-year high schools

Purpose: The JROTC/NDCC program is hereafter referred to as simply the JROTC program, although provisions of this document are still applicable to the NDCC program. It is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, ***"To motivate young people to be better citizens."*** It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Collaboration: In the production of this curriculum the Junior ROTC Directorate has incorporated the latest educational theories used in secondary education. ***National Secondary School standards have been linked to each chapter to show a cross-connection with this curriculum and the standard curriculum taught in high school.*** Consultants were used to validate the changes and to assist in the rewriting. Other commercially available materials have been incorporated and many times the authors of these programs have customized them for the Junior ROTC program. These organizations and programs are:

- Wisconsin Instructional Design System, (**WIDS**), an educational organization operating under the Wisconsin Technical College System Foundation, Inc, wrote Competencies and linked **SCANS** and National Standards.
- Student-centered learning techniques from the National Academy of Integrative Learning, Inc. (**NAIL**) have been incorporated in the lessons and instructor preparation materials.
- The lesson format is an accepted standard and was provided by Dr. Steven Dunn, author of *Brain Compatible Learning for the Block*. Dr. Dunn provided training to curriculum work groups and writers; additionally he assisted the writers in the review of the lessons during production.
- The National Endowment for Financial Education (**NEFE**) also uses Dr. Dunn's lesson format, and provides all material for the *High School Financial Planning Program (HSFPP)*.
- *Written Communication for Sergeants*, developed by Susan Hughes is an excellent resource for students to learn writing skills and to prepare for the written portion of the SATs. .

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- Winning Colors (WC) by Stefan Nielson and Shay Thaelke of Aeon Communications, Inc., has been used in schools and corporations as a present time behavioral observation indicator that is readily understandable.
- The Success Profiler, integrated in this Program of Instruction in cooperation with the Conover Company. It is designed to measure and improve emotional intelligence.
- Unlocking Your Potential (UYP), a youth motivational program from Edge Learning Institute, Inc, is incorporated in many lessons and is used as additional elective material.
- You the People (YTP), has been incorporated into the program and Charles Heberle, the author, has worked with the writers to integrate the process into the lessons. Additional materials are also provided.
- Chief Justice, Robert Aucone, the creator and author, worked closely with the command to add this active learning program that addresses the judicial branch.
- Interactive Nights Out 2, produced by Will Interactive, Inc., is integrated into the Drug Awareness lessons.
- Prevention of Sexual Harassment, by Will Interactive, Inc., was developed for the Army to create an awareness of sexual harassment in a unit. It is available for use by the Senior and Junior ROTC cadets at the discretion of the Professor of Military Science and Junior ROTC instructors. It emphasizes the importance of Army values.
- Lions-Quest is a comprehensive, values based, program that focuses on a positive prevention approach and a broad range of life skills that can be consistently taught and reinforced. Lions-Quest Service Learning is a teaching strategy that facilitates skills-based classes and the successful execution of a service-learning program.

Course Scope: This Program of Instruction (POI) focuses on the development of better citizens through the instruction of skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment.

The JROTC program is a cooperative effort on the part of the Army and the host institution to provide secondary school students with opportunities for total development. The flexibility of the program allows it to bear the scrutiny of professional educators and to meet the needs of the community. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces. Some of the course has been reviewed and college credit is awarded to cadets upon completion of the specified requirements.

The JROTC program is one of the Army's contributions to assisting America's youth to become better citizens. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions

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to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth through its emphasis on community service and teen anti-drug efforts.

This Program Intends to Teach Cadets to:

- Appreciate the ethical values and principles that underlie good citizenship.
- Develop leadership potential, while living and working cooperatively with others.
- Be able to think logically and to communicate effectively with others, both orally and in writing.
- Appreciate the importance of physical fitness in maintaining good health.
- Understand the importance of high school graduation for a successful future, and learn about college and other advanced educations and employment opportunities.
- Develop mental management abilities.
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services.
- Develop the skills necessary to work effectively as a member of a team.

Course Length: The course length is normally four years at a traditional high school (grades 9 - 12). Military institutes require a four-year program. High schools have the option to conduct a three-year program and are encouraged to use pertinent parts of the LET 4 curriculum.

JROTC Summer Camps are an additional component of the three- and four-year programs and supplement the JROTC curriculum for selected upper class cadets. For those attending, additional focus is placed on developing cadets' character and leadership skills, abilities, and potential; foundations for success; leadership; wellness; geography; and teaching math and science skills.

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Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

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Course Prerequisites: (1) Completion of the eighth grade.
(2) For LETs 2-8, completion of a previous LET program.

Special Information: This program consists of up to eight levels of LET instruction and one Pre-LET, optional course. The Military Order of World Wars (MOWW) "Project High School Prep" one-year course is generally used for the Pre-LET instruction, as outlined in table D. Materials are provided for the traditional LET 1 to LET 4, and add-on levels of LET 5 to LET 8 for high schools under accelerated block scheduling. Each level must total 180 academic hours or the same number of academic hours to meet the curriculum requirements for 1.0 credit in courses such as Math or English. Host institutions are required to award credit, preferably core credit in an academic discipline, toward graduation for each year of the JROTC program.

Schools may elect to award additional credit, other than elective, for core subject areas such as Physical Education, Health, Wellness, Life Management Skills, Government, Social Studies, Practical and Performing Arts, Careers, etc., throughout the JROTC program. Instructors can teach alone or on teams with teachers certified in the appropriate areas to earn this credit. JROTC units, in cooperation with host institutions, may also allow credit for college level, honors, and advanced placement courses in subject areas that are commensurate with this POI.

Normal Course Length – Weeks: 104 at 26 per year **Hours:** 720 at 180 per year

Class Sizes – Optimum: 20

Academic Hours	<u>Normal (LET 1-4)</u>	<u>Accelerated (LET 5-8)</u>
Mandatory:	520	520
Supplemental:	200	200
Total:	720	720

Instructor: Student Ratio – Worst Case: 1:30

Training Start Date: Training is conducted on a school-year basis. In year-round schools, JROTC will follow the school policy in establishing the start of a new school year.

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Optimum Class Size: 20

TD Proponent

Design and Development: JROTC Directorate

Instructor Provided Support: JROTC Directorate, Regions, Brigades

Course Proponent: U.S. Cadet Command/Contracted High Schools

Training Evaluation JROTC Unit/Contracted Schools

Proponent:

Course Remarks: JROTC units may also elect to realign the hours required for instruction by substituting subjects that are taught elsewhere in the school in order to obtain core credit, or to conduct a technical program (tailored to support programs such as Cisco Academies and other skills-based career programs), an academic (traditional) program, or a combination of both programs.

JROTC units are authorized to reduce the allotted hours for any subject in an amount not to exceed 25 percent to best accomplish their realignment goals.

JROTC units may elect to form a band and/or drum and bugle corps at the discretion/approval of the Senior Army Instructor/Director of Army Instruction/Commandant, host institution, and Cadet Command.

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Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Course Summary

Academic Time:

Unit 1: Introduction to JROTC, A Character and Leadership Development Program

Chapter:	1: Foundations of Army JROTC and Getting Involved	13.5
Chapter:	2: The National Defense Forces	10.5
Total:		24.0

Unit 2: Leadership Theory and Application

Chapter:	1: Being a Leader	7.5
Chapter:	2: Knowing How to Lead	10.5
Chapter:	3: Leading Situations	13.5
Chapter:	4: Leadership Lab	15.0
Total:		52.5

Unit 3: Foundations for Success

Chapter:	1: Know Yourself -- Socrates	8.0
Chapter:	2: Study Skills	5.0
Chapter:	3: Communication Skills	10.5
Chapter:	4: Conflict Resolution	4.5
Chapter:	5: Teaching Skills	9.0
Chapter:	6: Making a Difference with Service Learning	4.5
Chapter:	7: Career Planning	7.5
Chapter:	8: Planning Skills and Social Responsibility	6.0
Chapter:	9: NEFE High School Financial Planning Program	9.0
Total:		64.0

Unit 4: Wellness, Fitness, and First Aid

Chapter:	1: Achieving a Healthy Lifestyle	10.5
Chapter:	2: Taking the Challenge	6.0
Chapter:	3: First Aid for Emergency and Non-Emergency Situations	13.5
Chapter:	4: Drug Awareness and Substance Abuse	6.0
Chapter:	5: Substance Abuse -- Intervention and Prevention	4.5
Total:		40.5

Unit 5: Geography and Earth Science

Chapter:	1: The Globe	1.5
Chapter:	2: Maps, Map Reading, and Land Navigation	12.0
Chapter:	3: Orienteering	1.5

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Chapter:	4: Air Navigation	1.5
Chapter:	5: Exploring the World	10.5
Chapter:	6: Environmental Awareness	3.5
Total:		30.5

Unit 6: Citizenship and American History

Chapter:	1: You the People - The Citizenship Skills	7.5
Chapter:	2: Your Job as an American Citizen	4.5
Chapter:	3: You the People -- The Citizen Action Group Process	6.0
Chapter:	4: The Founding of a Nation (1776-1814)	4.5
Chapter:	5: Growth of a Nation (1815-Present)	10.5
Chapter:	6: The Federal Judicial System	9.0
Chapter:	7: Sources of Power	4.5
Chapter:	8: Advanced Citizenship and American History	13.5
Total:		60.0

Unit 7: Air Rifle Safety and Marksmanship

Chapter:	1: Air Rifle Safety and Marksmanship	15.0
Total:		15.0

Grand Total:	286.5
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Courses will be taught using the following two tables as guides.

Table A:

PROGRAM OF INSTRUCTION

	<u>LET 1</u>	<u>LET 2</u>	<u>LET 3</u>	<u>LET 4</u>
<u>MANDATORY TRAINING</u>				
Introduction to JROTC:				
A Character and Leadership				
Development Program	13.5	0.0	10.5	0.0
Leadership Theory and Application	31.5	25.5	27.5 ¹	54.0 ¹
Foundations for Success	21.0	27.0	30.0	0.0
Wellness, Fitness, and First Aid	25.0	32.5	11.5	16.5
Geography and Earth Science	1.5	3.0	5.5 ^{2,3}	5.5 ^{2,3}
Citizenship and American History	13.5	18.0	10.0	10.0
Administration/Testing/Inspections	24.0	24.0	24.0	24.0
Additional Required Lessons Hours	<u>0.0</u>	<u>0.0</u>	<u>11.0</u> ⁴	<u>20.0</u> ⁴
	130.0	130.0	130.0	130.0

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Optimum Class Size: 20

STATE AND JROTC ELECTIVE HOURS

	<u>50.0</u>	<u>50.0</u>	<u>50.0</u>	<u>50.0</u>
GRAND TOTAL:	180.0	180.0	180.0	180.0

- 1 Basic Command and Staff Principles (U2-C3-L10) will be taught in LET 3 or LET 4.
- 2 The two Environmental Issues lessons will be taught in the junior and senior year, or both in either year.
- 3 Includes school requirements, unit inspections, and testing/evaluation at the chapter level.
- 4 Additional required lesson hours are to address specified electives noted in Table C.

Schools on accelerated block that teach 90-minute period days allowing students to remain in ROTC for the equivalent of eight years, are required to follow Table B (below) for LET 5-8. Cadets in LET 5 and LET 6 will normally assume the leadership and command functions held at a LET 3 level in a traditional program. Cadets in LET 7 and LET 8 will normally assume the leadership and command functions held at the LET 4 level in a traditional program. Review of leadership lessons and additional study in leadership responsibilities will be required.

Table B:

ACCELERATED PROGRAM OF INSTRUCTION

	<u>LET 5</u>	<u>LET 6</u>	<u>LET 7</u>	<u>LET 8</u>
MANDATORY TRAINING				
Introduction to JROTC:				
A Character and Leadership				
Development Program	16*	16*	16*	16*
Leadership Theory and Application	18*	18*	18*	18*
Foundations for Success	18*	18*	18*	18*
Wellness, Fitness, and First Aid	18*	18*	18*	18*
Geography and Earth Science	18*	18*	18*	18*
Citizenship and American History	18*	18*	18*	18*
Administration/Testing/Inspections	24 ¹	24 ¹	24 ¹	24 ¹
	130	130	130	130
ELECTIVE HOURS	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
GRAND TOTAL:	180	180	180	180

**These hours are interchangeable - a total of 130 hours are required in each LET level. For example all hours can be used in one or all subjects. The introduction is included in case upper level cadets are teaching LET 1.*

1. Includes school requirements, unit inspections, and testing/evaluation at the chapter level.

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Optimum Class Size: 20

Table C:

NOTES: (for both Tables)

1. Use these times as guides when teaching the subject matter depending on the use of electives and/or the amount of material presented beyond the required hours.
2. In this summary POI, instruction is provided in 90-minute lessons capable of being taught as two 45- and 50-minute classroom sessions.
3. Electives are a required component of the Junior ROTC program and must be taught. School may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus. Approved electives are divided into the following three categories. (1) Electives that have supporting curriculum materials developed. (2) Electives in which instructors must provide/develop their own curriculum materials. (3) Electives in which partial materials are available and/or can be ordered (such as *Lion's Quest*). Their use is highly recommended to support/reinforce specific subjects. (**Note:** Electives not pre-approved by Cadet Command must be approved before they can be taught in the JROTC curriculum.)

Category 1 Approved Electives

- Extensions of Mandatory Subjects
- Any material from the hardbound texts
- Success Profiler
- Quantum Learning
- Command and Staff Procedures
- Safety and Marksmanship
- Time spent in service learning activities that directly supports the lessons in the curriculum
- Wilderness Survival Safety

Category 2 Approved Electives

- Extensions of Mandatory Subjects outside the provided materials
- Computer Training
- Media Communications
- Physical Training
- Water Safety
- Admin/Supply Procedures
- Hunter Safety
- Exhibition Drill

Category 3 Approved Electives (some of these materials are provided in the core curriculum)

- High School Financial Planning Program (303-224-3510 – no cost for this program)
- *Chief Justice* (415-883-3530)
- *You the People*
- Written Communications for Sergeants (703-680-7488 or <mailto:mhughes-jr@erols.com>)
- *Chief Justice* (415-883-3530)
- Intellearn Materials (843-686-4050)

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4. If JROTC units must make reductions in a particular year in order to add coursework to achieve core credit in another subject or to support a technical program such as Cisco Systems training, they may request permission for an exception to reduce the required hours.

Additionally, each JROTC unit must:

- Allocate no less than 10 hours for additional Edge Learning Institute *Unlocking Your Potential* units not addressed in the core lessons in of the Foundations for Success Unit of instruction. Edge Learning Institute suggests approximately one hour per unit in their materials. Instructors have the option to present the entire program in one block of instruction or to use its sections (units) separately in support of other JROTC curriculum. This program can be used throughout the entire 4-year JROTC curriculum to enhance/reinforce instruction.
- Teach the *Winning Colors* process to LET 1 cadets. One and a half hours are required as mandatory training in LET 1. Encourage upper level cadets to teach the process. One and a half hours at the LET 2 Level and one and a half hours at the LET 3 level will reintroduce the concepts. They should be reinforced throughout the curriculum where noted or appropriate.
- Conduct service-learning projects yearly based on knowledge/LET level of cadets.

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Training Units and Chapters

CURRICULUM DESCRIPTION

Including Competencies, National Standards, and Secretary's Commission on Achieving Necessary Skills (SCANS)

UNIT 1 TITLE: **INTRODUCTION TO JROTC: A CHARACTER AND LEADERSHIP DEVELOPMENT PROGRAM**

TRACKS: **PROGRAM OF INSTRUCTION:** 24 hours

PURPOSE: Introduces cadets to American symbols, customs, and traditions and the history and purpose of Army JROTC. An introduction to the Department of Defense and other services presents the differences and similarities of each service and their unique roles in the defense of the nation.

CHAPTER 1 TITLE: Foundations of Army JROTC and Getting Involved

TIME: 810 minutes

PURPOSE: This introductory unit gives a greater appreciation of American symbols, customs, and traditions and the history and purpose of Army JROTC. Cadets will have the opportunity to self-assess their own motives for joining JROTC.

COMPETENCY: Relate to the JROTC program

NATIONAL STANDARDS: NI-ENG.K-12.3 Evaluation Strategies, NI-ENG.K-12.6 Applying Knowledge, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 2 TITLE: The Nation's Defense Forces

TIME: 630 minutes

PURPOSE: Introduces cadets to the Department of Defense and the military services. Cadets will learn about the different missions of the Army, Navy, Air Force, Marines, Coast Guard, and Merchant Marine through research and guest speakers discussing their service. Cadets will investigate the joint operations issues and interrelationships of the services in a conflict or peacetime environment.

COMPETENCY: Explore the components of the nation's defense forces

NATIONAL STANDARDS: NI-ENG.K-12.1 Reading for Perspective, NI-ENG.K-12.3 Evaluation Strategies, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills
Workplace Competencies: Interpersonal, Information, Resources

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UNIT 2 TITLE: **Leadership Theory and Application**

TRACKS: **PROGRAM OF INSTRUCTION:** 118 hours

PURPOSE: Introduces cadets to basic leadership concepts (principles, styles, values, the *BE*, *KNOW*, and *DO* attributes, planning process, decision-making/problem-solving process, and supervision). Cadets will have the opportunity to demonstrate – and be assessed/evaluated on – their leadership potential through the application of those concepts in command or staff positions. This Unit also takes a look at understanding human needs as well as race relations and equal opportunity. It also introduces cadets to mentoring and prepares them to participate in a mentoring relationship. Chapter 4, Leadership Lab, contains all the lesson material for drill, from novice to expert.

CHAPTER 1 TITLE: Being a Leader

TIME: 450 minutes

PURPOSE: Introduces cadets to leadership, its definition, the importance of knowing and applying basic leadership skills (principles, styles, values, the *BE*, *KNOW*, and *DO* attributes). Cadets will have the opportunity to demonstrate – and be assessed/evaluated on – their leadership potential through the application of those concepts in command or staff positions. This chapter also takes a look at understanding human needs as well as race relations and equal opportunity.

COMPETENCY: Assess attributes of leadership

NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies.

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources, Interpersonal, Information, Systems, Technology

CHAPTER 2 TITLE: Knowing How to Lead

TIME: 630 minutes

PURPOSE: Continues to build cadets' leadership development by concentrating on basic individual leadership responsibilities/techniques and introducing the responsibilities of team leaders. Cadets will have the opportunity to identify the impact of their actions on themselves as well as on other team members in the areas of individual responsibility, self-reliance, follower-ship, and teamwork. Introduces cadets to the basic principles of management – including time management, how leaders use these principles to effectively manage

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resources, and the basic differences between leadership and management techniques.

COMPETENCY: Explore leadership styles and behaviors

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.12 Applying Language Skills

SCANS: ***Fundamental Skills:*** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 3 TITLE: Leading Situations

TIME: 900 minutes

PURPOSE: Introduces cadets to the elements of a leadership situation, the factors that can influence each element, how leaders can create a positive leadership situation, and the results or benefits of a favorable leadership situation. Focuses on negotiating, decision making, problem solving, planning, team development, project management, and mentoring.

COMPETENCY: Analyze situations that require leadership

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.12 Applying Language Skills

SCANS: ***Fundamental Skills:*** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 4 TITLE: Leadership Lab

TIME: 5085 minutes

PURPOSE: Gives cadets the opportunity to demonstrate proficiency as a drill participant and/or drill leader during drill (with or without arms), inspections, and/or ceremonies and to demonstrate leadership potential in an assigned command or staff position within the cadet battalion. Gives cadet leaders (officers) the opportunity to demonstrate proficiency in the manual of arms for the saber. Gives the cadets practical time exercising theories and practices learned in other leadership lessons.

COMPETENCY: Relate your leadership skill to the JROTC program

NATIONAL STANDARDS: NPH.K-12.1 Movement Forms, NPH.K-12.2 Movement Concepts, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.12 Applying Language Skills

SCANS: ***Fundamental Skills:*** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources, Interpersonal, Information

UNIT 3 TITLE: **FOUNDATIONS FOR SUCCESS**

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

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TRACKS: **PROGRAM OF INSTRUCTION:** 70.5 hours

PURPOSE: Introduces cadets to the essential skills they will need to maximize learning potential and future success. Cadets will assess their current skill set and work to develop their maximum potential. Cadets will apply learning theory and techniques to improve study, communication, teaching, and planning skills. Social responsibility, conflict resolution, and service learning opportunities provide further cadet development.

CHAPTER 1 TITLE: Know Yourself -- Socrates

TIME: 720 minutes

PURPOSE: Introduces cadets to: brain theories and the learning process; how information is perceived and organized by the brain; and how each individual has a preferred or dominant way of learning, including a preferred learning environment. This chapter creates self-awareness and promotes personal intelligence that will empower cadets to think clearly, solve problems, make decisions, and enjoy success in school and in life. Cadets will have the opportunity to determine and study their preferred perceptual learning style and to complete a Personal Skills Map that provides more information on how they learn and provide feedback to others. Cadets will use self-assessments to determine their current skill set, communication powers, brain dominance, learning styles, and multiple intelligences. This will enable them to create a personal growth plan and appreciate diversity.

COMPETENCY: Develop self-understanding and an appreciation for diversity

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.11 Participating in Society, NL-ENG.K-12.12 Applying Language Skills

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 2 TITLE: Study Skills

TIME: 450 minutes

PURPOSE: Introduces cadets to proper reading techniques, study habits, and test-taking procedures. Cadets will learn how to be active learners and employ comprehension and vocabulary strategies in order to sharpen reading skills, study routines, and test-taking ability.

COMPETENCY: Develop efficient study skills

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.7 Evaluating Data

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

CHAPTER 3 TITLE: Communication Skills

TIME: 630 minutes

PURPOSE: Introduces cadets to the communication process among individuals and the communication principles of writing, speaking, and listening. Describes the basic principles necessary for preparing and presenting effective oral communications. Cadets will have numerous opportunities to present information/ideas orally and in writing. Examines the communication process, characteristics and social influences that affect group communications, and group communication roles.

COMPETENCY: Use communication processes for relating to others

NATIONAL STANDARDS: NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.12 Applying Language Skills, NL-ENG.K-12.6 Applying Knowledge

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 4 TITLE: Conflict Resolution

TIME: 270 minutes

PURPOSE: Introduces cadets to basic guidelines for managing conflicts and communication skills necessary for finding solutions to resolve conflicts. Specifically, discusses conflict and violence, how to recognize them, how to prevent them from occurring, and how to handle them when they do occur. Cadets will have opportunities to determine solutions through several techniques, including an in-depth examination of mediation techniques.

COMPETENCY: Use problem solving techniques

NATIONAL STANDARDS: NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.9 Multicultural Understanding, NM.9-12.1 Problem Solving

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 5 TITLE: Teaching Skills

TIME: 540 minutes

PURPOSE: Introduces cadets to proper techniques and procedures for preparing to teach and/or assist in teaching a class. Cadets will have the opportunity to teach and/or assist in teaching classes during their JROTC experience. Strengthens cadets' skills as effective communicators by giving them the opportunity to: deliver instruction using accepted principles and methods of instruction; use and develop lesson plans and graphic organizers; recognize how to determine the material that they must review and rehearse prior to delivering

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Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

instruction; and improve how they provide feedback when presenting instruction on JROTC-related subjects.

COMPETENCY:

Prepare to teach others

NATIONAL STANDARDS:

NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.12 Applying Language Skills

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills, Personal Qualities

Workplace Competencies: Resources, Interpersonal, Information

CHAPTER 6 TITLE:

Making a Difference with Service Learning

TIME:

270 minutes

PURPOSE:

Introduces cadets to service learning components and guidelines through participation in an exploratory project and post-reflection. Promotes service to the community through cadets' commitment to participate in service learning projects designed to give them the opportunity to: learn more about community needs and giving; develop skills that they can apply after leaving high school; and build cross-cultural relationships within the community. Cadets have the opportunity to research/identify possible service learning activities that integrate with the JROTC curriculum, and (if circumstances permit) plan and conduct such activities.

COMPETENCY:

Explore the components of service learning

NATIONAL STANDARDS:

NL-ENG.K-12.3 Evaluation Strategies, NT.K-12.4 Technology Communication Tools, NL-ENG.K-12.11 Participating in Society, NSS-C.9-12.5 Role of the Citizen

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills, Personal Qualities

Workplace Competencies: Interpersonal, Information

CHAPTER 7 TITLE:

Career Planning

TIME:

450 minutes

PURPOSE:

Increases cadets' knowledge and gives them the opportunity to apply basic concepts of career exploration strategy and planning. Cadets will also have the opportunity to: refine their career development portfolios – ensuring they reflect the important areas of their life development and the value of education to their career goals; demonstrate responsibility for and ownership of career decisions and goals; and complete various self-analysis instruments that can aid them in assessing their life roles, educational development, career exploration/planning, and employability status. Encourages cadets to begin career planning by explaining: the importance of career exploration skills; how to develop a career exploration strategy; and how to determine individual interests and abilities, then match them to different occupations. Provides cadets the opportunity to investigate civilian careers of interest and the education necessary to

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

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Optimum Class Size: 20

prepare for the field. In addition, provides information about military careers, including general enlistment qualifications, and procedures. It also informs male cadets of their obligation to register with Selective Service.

COMPETENCY:

Prepare for your career

NATIONAL STANDARDS:

NT.K-12.4 Technology Communication Tools, NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.7 Evaluating Data, NL-ENG.K-12.8 Developing Research Skills

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills, Personal Qualities

Workplace Competencies: Interpersonal, Information

CHAPTER 8 TITLE:

Planning Skills and Social Responsibility

TIME:

360 minutes

PURPOSE:

Increases cadets' knowledge and gives them the opportunity to apply basic concepts of decision-making, goal setting, time management, and etiquette. Cadets will sharpen skills by learning to employ decision-making models, daily planners, goal strategies, and manners.

COMPETENCY:

Organize your personal life to align with your goals

NATIONAL STANDARDS:

NL-ENG.K-12.3 Evaluation Strategies, NT.K-12.4 Technology Communication Tools, NL-ENG.K-12.7 Evaluating Data

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills, Personal Qualities

Workplace Competencies: Resources, Information, Technology

CHAPTER 9 TITLE:

NEFE[®] High School Financial Planning Program

TIME:

540 minutes

PURPOSE:

Introduces cadets to: financial planning, careers, budgeting, savings and investments, credit, and insurance. Cadets will learn about the financial planning process and how they can take control of their finances. This program is offered to instructors at no cost, contact NEFE[®] <http://www.nefe.org> for HSFPF ordering information.

COMPETENCY:

Develop a financial plan

NATIONAL STANDARDS:

NSS-EC.9-12.2 Effective Decision Making, NSS-EC.9-12.4 Positive and Negative Incentives, NSS-EC.9-12.11 Money, NSS-EC.9-12.12 Interest Rates, NSS-EC.9-12.13 Income and Earning, NSS-EC.9-12.14 Entrepreneurs, NSS-EC.9-12.15 Investment, NM.5-8.1 Problem Solving, NM.5-8.2 Communication, NM.5-8.3 Reasoning, NM.5-8.4 Connections, NM.5-8.6 Number Systems and Theory, NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.7 Evaluating Data

SCANS:

Fundamental Skills: Thinking Skills, Personal Qualities

Workplace Competencies: Resources, Information, Technology

UNIT 4 TITLE: WELLNESS, FITNESS, AND FIRST AID

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

TRACKS: **PROGRAM OF INSTRUCTION:** 60 hours

PURPOSE: Develops cadets' appreciation for the importance of physical fitness in maintaining good health and appearance. Gives cadets the opportunity to perform satisfactorily, at age group level, in the President's Physical Fitness Program. Additionally, explains basic information about nutrients and how to obtain them, how to select the proper foods to ensure a good diet, how to control fat, and provides information on several common eating disorders. Also gives cadets the opportunity to demonstrate proficiency in basic first aid/life-saving skills. Lastly, it enhances cadets' awareness of substance abuse and prevention by providing information on the most commonly abused drugs and their effects, and the methods of/agencies that assist in preventing drug, alcohol, and tobacco use/abuse.

CHAPTER 1 TITLE: Achieving a Healthy Lifestyle

TIME: 630 minutes

PURPOSE: This chapter demonstrates how to eat a well-balanced diet, explains the importance of controlling fat, and the relationship of food intake/physical activity to weight control. Introduces cadets to the importance of physical fitness and diet in maintaining good health and appearance. Specifically discusses types of exercise, benefits of exercise, calories, and the Food Guide Pyramid. Provides guidelines for a healthier lifestyle by explaining what should go into an exercise program, how to balance calories, and what foods to eat more of or in moderation. Educates cadets about stress, including its beneficial and negative effects, causes, strategies to prevent stress overload, and the link between leadership and stress levels.

COMPETENCY: Assess your awareness of fitness and a healthy lifestyle

NATIONAL STANDARDS: NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.7 Evaluating Data, NL-ENG.K-12.12 Applying Language Skills, NPH-H.9-12.1 Health Promotion and Disease Prevention, NPH-H.9-12.2 Health Information, Products, and Services, NPH-H.9-12.3 Reducing Health Risks, NPH-H.9-12.5 Using Communication Skills to Promote Health, NPH-H.9-12.6 Setting Goals for Good Health, NPH-H.9-12.7 Health Advocacy

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources, Interpersonal, Information

CHAPTER 2 TITLE: Taking the Cadet Challenge

TIME: 1530 minutes

PURPOSE: Develops an appreciation for the importance of physical fitness, self-confidence, and a desire to improve/excel in physical fitness through healthy individual and group competition. **Caution:** Ensure that

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

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cadets are physically able to participate in the five events of the Cadet Challenge program.

COMPETENCY: Demonstrate your ability to pass the Presidential Physical Fitness Award program (PPFA)

NATIONAL STANDARDS: NPH.K-12.7 Understanding Challenge, NPH.H.9-12.6 Setting Goals for Good Health, NPH.K-12.1 Movement Forms, NPH.K-12.2 Movement Concepts, NPH.K-12.3 Physical Activity, NPH.K-12.4 Physical Fitness, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources, Interpersonal, Information

CHAPTER 3 TITLE: First Aid for Emergency and Non-Emergency Situations

TIME: 810 minutes

PURPOSE: Prepares cadets to help in emergency situations by teaching the most common first aid procedures for: heart attacks, strokes, choking, burns, broken bones, poisoning, common bites and stings, and both hot and cold weather related injuries. ***Note:** For cadets to be certified by a recognized first aid training agency, invite a certified instructor to give the presentations.*

COMPETENCY: Apply first aid techniques in emergency and non-emergency situations

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.6 Applying Knowledge, NPH.H.9-12.3 Reducing Health Risks, NPH.H.9-12.5 Using Communication Skills to Promote Health, NPH.H.9-12.7 Health Advocacy

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources, Interpersonal, Information

CHAPTER 4 TITLE: Drug Awareness and Substance Abuse

TIME: 360 minutes

PURPOSE: This chapter enhances cadets' awareness of substance abuse by providing information on drug, alcohol, and tobacco use/abuse. Promotes drug-free living by: discussing why people abuse drugs and stressing that drugs are not the answer; explaining how use develops; pointing out the legal risks of illegal drug use; providing suggestions on how to handle internal and external pressures without the use of drugs; and listing tell-tale signs of drug abuse and what steps cadets should take if they recognize these signs in a friend.

COMPETENCY: Illustrate your awareness of drugs and drug abuse

NATIONAL STANDARDS: NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.7 Evaluating Data, NL-ENG.K-12.9 Multicultural Understanding, NL-ENG.K-12.12 Applying Language Skills, NPH.H.9-12.1 Health Promotion and Disease Prevention, NPH.H.9-12.2 Health Information,

Course: ROTC 145-4

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Products, and Services, NPH-H.9-12.3 Reducing Health Risks, NPH-H.9-12.4 Influences on Health, NPH-H.9-12.5 Using Communication Skills to Promote Health, NPH-H.9-12.6 Setting Goals for Good Health, NPH-H.9-12.7 Health Advocacy, NPH.K-12.3 Physical Activity, NPH.K-12.4 Physical Fitness, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NS.9-12.6 Personal and Social Perspectives

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills, Personal Qualities

Workplace Competencies: Resources, Interpersonal, Information

CHAPTER 5 TITLE:
TIME:

Substance Abuse – Intervention and Prevention
270 minutes

PURPOSE: This chapter develops cadets awareness of the prevention and intervention strategies used in the U.S. over the past three decades as well as the resources currently available at the national level that provide assistance, prevention, or treatment. With this knowledge serving as a stimulus, cadets will have the opportunity to become involved in community projects to help make citizens aware of the drug problem and ongoing prevention efforts.

COMPETENCY:

Explore prevention strategies for substance abuse

NATIONAL STANDARDS:

NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.7 Evaluating Data, NL-ENG.K-12.9 Multicultural Understanding, NL-ENG.K-12.12 Applying Language Skills, NPH-H.9-12.1 Health Promotion and Disease Prevention, NPH-H.9-12.2 Health Information, Products, and Services, NPH-H.9-12.3 Reducing Health Risks, NPH-H.9-12.4 Influences on Health, NPH-H.9-12.5 Using Communication Skills to Promote Health, NPH-H.9-12.6 Setting Goals for Good Health, NPH-H.9-12.7 Health Advocacy, NPH.K-12.3 Physical Activity, NPH.K-12.4 Physical Fitness, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NS.9-12.6 Personal and Social Perspectives

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills, Personal Qualities

Workplace Competencies: Resources, Interpersonal, Information

UNIT 5 TITLE: **GEOGRAPHY AND EARTH SCIENCE**

TRACKS:

PROGRAM OF INSTRUCTION: 33 hours

PURPOSE:

Introduces cadets to the components of the globe, map reading skills, and land navigation skills. Introduces cadets to the sport of orienteering and the techniques used in air navigation. Provides an overview on each of the continents, discussing physical, political, economic, and cultural elements of each region and country. Discusses the importance of environmental awareness and introduces cadets to environmental issues.

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

CHAPTER 1 TITLE: The Globe
TIME: 90 minutes
PURPOSE: This introductory chapter provides an introduction to the components of the globe, including the poles, the equator, latitude and longitude, the oceans, and the continents. Provides a foundation for understanding map reading and world geography.
COMPETENCY: Explore the globe
NATIONAL STANDARDS: NSS-G.K-12.3 Physical Systems, NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.6 The Uses of Geography,
SCANS: **Fundamental Skills** Basic Skills, Thinking Skills
Workplace Competencies: Information

CHAPTER 2 TITLE: Maps, Map Reading, and Land Navigation
TIME: 900 minutes
PURPOSE: This chapter begins with an introduction to the standard map, as well as the topographical map. It shows the elements of a map and introduces cadets to the grid coordinate system. Provides information on contours and landforms and teaches various methods on how to determine distance, direction, and location. Demonstrates how to work with and convert grid-magnetic angles. Develops skills that can then be used for orienteering and/or land navigation.
COMPETENCY: Use a city or state map to select a route and determine distance
NATIONAL STANDARDS: NSS-G.K-12.3 Physical Systems, NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.6 The Uses of Geography
SCANS: **Fundamental Skills** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 3 TITLE: Orienteering
TIME: 90 minutes
PURPOSE: This is an introductory lesson on Orienteering. Explains six types of orienteering courses. Demonstrates the five-step process to determine direction of travel and five movement techniques used in orienteering. Identifies three control areas and five safety aspects used in orienteering. Demonstrates proper orienteering techniques if given the opportunity to participate in an orienteering event.
COMPETENCY: Use map reading skills for an orienteering course
NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NM.9-12.7 Geometry, NSS-G.K-12.3 Physical Systems, NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.6 The Uses of Geography
SCANS: **Fundamental Skills** Basic Skills, Thinking Skills
Workplace Competencies: Information

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CHAPTER 4 TITLE: Air Navigation
TIME: 90 minutes
PURPOSE: Compares air navigation skills to land navigation skills and demonstrates how to plan a flight. Identifies the most common unit of measure for distance in air travel and compares it with the unit of measure in road travel. Identifies marginal information, aeronautical symbols, aeronautical charts, and the four time zones located in the continental United States. . Shows how to plan a trip by air by choosing the appropriate charts and planning a flight route.
COMPETENCY: Differentiate between navigating on ground and through the air
NATIONAL STANDARDS: NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.2 Spaces And Regions, NSS-G.K-12.3 Physical Systems, NSS-G.K-12.6 The Uses Of Geography
SCANS: **Fundamental Skills** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Information

CHAPTER 5 TITLE: Exploring the World
TIME: 630 minutes
PURPOSE: This chapter develops global awareness. It begins by defining geography and discussing basic world climates and the major factors affecting them. Summarizes the physical and political characteristics of each of the continents. Identifies countries and regions of each continent, and summarizes their physical and human characteristics. Explains how the interactions between groups of people affect the area's cultural, economic, and political characteristics. Provides instruction on creating maps to organize and display data about each continent.
COMPETENCY: Associate terrain with continental geography
NATIONAL STANDARDS: NSS-G.K-12.3 Physical Systems, NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.6 The Uses of Geography
SCANS: **Fundamental Skills** Basic Skills, Thinking Skills
Workplace Competencies: Resources, Information

CHAPTER 6 TITLE: Exploring the World
TIME: 180 minutes
PURPOSE: Teaches the cadet to recognize the global impact of environmental issues and recognize significant environmental impacts of waste disposal. Identifies examples of pollution and waste material. Describes environmental concerns and ways that communities control waste volume. Explains the recycling and incineration process. Helps

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the cadets develop alternate solutions for waste disposal that benefit the environment and create a recycling plan of action.

COMPETENCY: Assess environmental issues within a community

NATIONAL STANDARDS: NSS-G.K-12.3 Physical Systems, NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.6 The Uses of Geography

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills
Workplace Competencies: Resources, Information

UNIT 6 TITLE: **CITIZENSHIP AND AMERICAN HISTORY**

TRACKS: **PROGRAM OF INSTRUCTION:** 85.5 hours

PURPOSE: Introduces cadets to the values and principles that underlie good citizenship. Emphasis is placed on topics such as the importance of the United States Constitution and Bill of Rights; responsibilities of U.S. citizens; basic national values; the U.S. federal justice system; and service to the community. In conjunction with citizenship, cadets are introduced to a variety significant events and historical figures that contributed to our citizenship and American history.

CHAPTER 1 TITLE: You the People – The Citizenship Skills

TIME: 450 minutes

PURPOSE: This chapter introduces cadets to the You the People Citizenship Skills and its foundation in the Preamble to the United States Constitution. It provides cadets with an opportunity to practice these skills before they begin their You the People Citizen Action Group Process or any teamwork within the classroom. By practicing these skills, cadets develop the qualities that allow them to work with others when meeting a common goal.

COMPETENCY: Analyze citizenship skills

NATIONAL STANDARDS: NSS-C.9-12.5 Role of the Citizen

SCANS: **Fundamental Skills:** Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

CHAPTER 2 TITLE: Your Job as an American Citizen

TIME: 270 minutes

PURPOSE: This chapter introduces cadets to: the legal basis for citizenship and the misconceptions and qualifications for being an American citizen; the amendments that protect the rights of American citizens; the basic freedoms of U.S. citizens as set forth in the amendments, the Bill of Responsibilities, and the characteristics of participating American citizens.

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COMPETENCY: Examine the role of an American citizen

NATIONAL STANDARDS: NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.4 Other Nations and World Affairs, NSS-C.9-12.5 Role of the Citizen, NSS-US.5-12.10 Era 10: Contemporary United States (1968 to the Present)

SCANS: **Fundamental Skills:** Thinking Skills, Personal Qualities

Workplace Competencies: Interpersonal, Information

CHAPTER 3 TITLE: You the People – The Citizenship Action Group Process

TIME: 360 minutes

PURPOSE: This chapter introduces cadets to the You the People Citizen Action Group Process. It teaches cadets how to: reach a simple majority and consensus; follow the YTP ground rules; and conduct Small Group and Representative Group Meetings. The Citizenship Action Group Process teaches cadets how to work within a group with the common goal of improving or contributing to their classroom, school, or community.

COMPETENCY: Explore the citizen action group process

NATIONAL STANDARDS: NL-ENG.K-12.8 Developing Research Skills, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen, NSS-US.5-12.8 the 20th Century

SCANS: **Fundamental Skills:** Thinking Skills

Workplace Competencies: Interpersonal, Information

CHAPTER 4 TITLE: The Founding of a Nation (1776-1814)

TIME: 270 minutes

PURPOSE: This chapter discusses the significant events of 1776-1814 that helped shaped and develop our Constitution and government. It teaches cadets to recognize the importance: of the American Revolution; the development and construction of the Constitution; the westward expansion of America; and the events of the War of 1812.

COMPETENCY: Relate events in early American history to choices Americans have today

NATIONAL STANDARDS: NSS-C.9-12.2 Foundations of the Political System, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen

SCANS: **Fundamental Skills:** Thinking Skills, Personal Qualities

Workplace Competencies: Interpersonal, Information

CHAPTER 5 TITLE: Growth of a Nation (1815-Present)

TIME: 630 minutes

PURPOSE: This chapter presents cadets with an overview of the people, places, and events of 1815 to the present day that helped shape the history and citizenship of Americans.

COMPETENCY: Assess how historical events from 1815 to the present have impacted citizenship in the United States

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.8 Developing Research Skills, NSS-US.5-12.6 ERA 6: The Development of the Industrial United States (1870-1900), NSS-US.5-12.7 ERA 7: The

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Emergence of Modern America (1890-1930), NSS-USH.5-12.8 ERA 8: The Great Depression and World War II (1929-1945), NSS-USH.5-12.9 ERA 9: Postwar United States (1945 To Early 1970s), NSS-USH.5-12.10 ERA 10: Contemporary United States (1968 to the Present), NSS-USH.5-12.7 An Age of Revolutions, NSS-USH.5-12.8 The Twentieth Century

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills

Workplace Competencies: Information

CHAPTER 6 TITLE:

The Federal Judicial System

TIME:

540 minutes

PURPOSE:

To show how the federal judicial system works, this chapter introduces cadets to: the Chief Justice educational game, including the Supreme Court; the top four positions in the Department of Justice and the major functions of the five divisions in that Department; and a brief overview of the military justice system. It also teaches cadets the three levels of local law enforcement agencies, their functions, jurisdictions, and relations to the communities they serve; and the three types of military law enforcement agents and their functions within the military community they serve.

COMPETENCY:

Examine the components of the federal judicial system

NATIONAL STANDARDS:

NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen

SCANS:

Fundamental Skills: Basic Skills, Thinking Skills

Workplace Competencies: Information

CHAPTER 7 TITLE:

Sources of Power

TIME:

270 minutes

PURPOSE:

This chapter introduces cadets to the legislative branch: its organization; qualifications for and benefits/privileges of membership; powers; and lawmaking procedures from the introduction of a bill to committee action voting. It also introduces the executive branch: its Constitutional and informal qualifications; term of office, salary, and benefits; sources of power; limits on power; and presidential succession. It also familiarizes cadets with the voting process by: discussing voting reforms; stressing the responsibility of U.S. citizens to vote; examining the role of political parties in the election process; and explaining how public opinion and voting outcome can be shaped by interest groups, lobbyists, propaganda/campaign techniques, and political movements. Provides cadets with insight into the steps that most presidential campaigns follow and the role of the Electoral College system in presidential elections.

COMPETENCY:

Evaluate sources of power within the United States government

NATIONAL STANDARDS:

NSS-C.9-12.1 Civic Life, Politics and Government, NSS-C.9-12.3 Principles of Democracy, NSS-USH.5-12.10 Era 10: Contemporary United States (1968 to the present)

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SCANS: ***Fundamental Skills:*** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Information

CHAPTER 8 TITLE: Advanced Citizenship and American History

TIME: 2340 minutes

PURPOSE: Using the You the People process, this chapter allows cadets to further explore: the past and current state of our government; the origin and ratification of the Constitution; the Legislative, Executive, and Judicial branches of government; the executive powers and limitations stated in Article II of the Constitution; the organization of state and local governments; the modern political and economic systems; the definition of citizenship and the duties of participating American citizens; a plan for reviving American citizenship; local issues in their community or school; current issues before Congress; recent decisions made by the Supreme Court; and a variety of discussion topics about citizenship and American history.

COMPETENCY: (1) Determine how history has shaped citizenship today (2) Correlate citizenship to the facets of American government

NATIONAL STANDARDS: NSS-C.9-12.2 Foundations of the Political System, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen, NSS-US.5-12.10 ERA 10: Contemporary United States (1968 to the present), NSS-C.9-12.1 Civic Life, Politics and Government, NSS-C.9-12.2 Foundations of the Political System

SCANS: ***Fundamental Skills:*** Thinking Skills, Personal Qualities
Workplace Competencies: Interpersonal, Information

UNIT 7 TITLE: **AIR RIFLE SAFETY AND MARKSMANSHIP**

TRACKS: **PROGRAM OF INSTRUCTION:** 15 hours

PURPOSE: Introduces cadets to the historic applications of marksmanship and its current application as a sport. Teaches firearms safety and an understanding of the functions of marksmanship equipment, and demonstrates proper operation of the equipment. The different firing positions are described and the techniques for sight alignment are discussed for each position. Safety and discipline are stressed at each step. Cadets are taught that in marksmanship, like any other skill, they need to use education, concentration, and practice to achieve the best results.

CHAPTER 1 TITLE: **AIR RIFLE SAFETY AND MARKSMANSHIP**

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

TIME: 900 minutes

PURPOSE: Introduces cadets to the historic applications of marksmanship and its current use as a sport. Teaches firearms safety and an understanding of the functions of marksmanship equipment, and demonstrates proper operation of the equipment. The different firing positions are described and the techniques for sight alignment are discussed for each position. Safety and discipline are stressed at each step. Cadets are taught that in marksmanship, like any other skill, they need to use education, concentration, and practice to achieve the best results.

COMPETENCY: Demonstrate air rifle safety and marksmanship skills

NATIONAL STANDARDS: NPH.K-12.1 Movement Forms, NPH.K-12.2 Movement Concepts, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge

SCANS: **Fundamental Skills:** Basic Skills, Thinking Skills, Personal Qualities
Workplace Competencies: Resources, Interpersonal, Information

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Schedule by LET Level

Mandatory Lessons by LET Level

LET 1

	Introduction to JROTC, A Character and Leadership Development Program	
Unit 1	Foundations of Army JROTC and Getting Involved	
Chapter 1		
U1-C1-L1	Army JROTC - The Making of a Better Citizen	90 min
U1-C1-L2	The Past and Purpose of Army JROTC	90 min
U1-C1-L3	Moving Up in Army JROTC - Rank and Structure	90 min
U1-C1-L4	The Signs of Success	90 min
U1-C1-L5	Your Personal Appearance and Uniform - Part 1	90 min
U1-C1-L6	Your Personal Appearance and Uniform - Part 2	90 min
U1-C1-L7	The Stars and Stripes	90 min
U1-C1-L8	Proudly We Sing - The National Anthem	90 min
U1-C1-L9	American Military Traditions, Customs, and Courtesies	90 min
Unit 2	Leadership Theory and Application	
Chapter 1	Being a Leader	
U2-C1-L1	Leadership Defined	90 min
U2-C1-L2	Leadership Reshuffled	90 min
U2-C1-L3	Leadership from the Inside Out	90 min
U2-C1-L4	Principles and Leadership	90 min
Chapter 4	Leadership Lab	
U2-C4-L1	Steps from the Past	90 min
U2-C4-L2	Roles of Leaders and Followers in Drill	90 min
U2-C4-L3	Using Your Leadership Skills/Taking Charge	270 min
U2-C4-L4	Stationary Movements	270 min
U2-C4-L5	Steps and Marching	270 min
U2-C4-L6	Squad Drill	270 min
U2-C4-L7	Platoon Drill	270 min
Unit 3	Foundations for Success	
Chapter 1	Know Yourself – Socrates	
U3-C1-L1	Self Awareness	90 min
U3-C1-L2	Appreciating Diversity through Winning Colors	90 min
U3-C1-L3	Personal Growth Plan	90 min
Chapter 2	Study Skills	
U3-C2-L1	Becoming an Active Learner	90 min
U3-C2-L2	Reading for Meaning - Comprehension Strategies	90 min
U3-C2-L3	Reading for Meaning - Vocabulary Strategies	90 min
U3-C2-L4	Study Habits that Work for You	90 min
U3-C2-L5	Test Taking Techniques	90 min
Chapter 3	Communication Skills	
U3-C3-L1	The Communication Process	90 min

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

U3-C3-L2	Becoming a Better Writer	90 min
U3-C3-L3	Becoming a Better Listener	90 min
U3-C3-L4	Creating Better Speeches	90 min
Chapter 4	Conflict Resolution	
U3-C4-L1	Finding Solutions – Conflict	90 min
Chapter 9	NEFE High School Financial Planning Program	
U3-C9-L1	NEFE Unit 1 - Financial Planning: Your Roadmap	90 min
Unit 4	Wellness, Fitness, and First Aid	
Chapter 1	Achieving a Healthy Lifestyle	
U4-C1-L1	Choosing the Right Exercise Program for You	90 min
U4-C1-L2	You Are What You Eat	90 min
U4-C1-L3	Nutrition - Nourishing Your Body	90 min
Chapter 2	Taking the Challenge	
U4-C2-L1	Ready, Go...Crossing the Finish Line - Year 1	690 min
Chapter 3	First Aid for Emergency and Non-Emergency situations	
U4-C3-L1	The Need for First Aid/Your Response	90 min
U4-C3-L2	The First Life-Saving Steps	90 min
U4-C3-L3	Controlling Bleeding	90 min
U4-C3-L4	Treating for Shock and Immobilizing Fractures	90 min
Chapter 4	Drug Awareness and Substance Abuse	
U4-C4-L1	Commonly Abused Substances and Their Use	90 min
Chapter 5	Substance Abuse - Intervention and Prevention	
U4-C5-L1	Making Critical Decisions about Substances	90 min
Unit 5	Geography and Earth Science	
Chapter 1	The Globe	
U5-C1-L1	The Globe - An Overview	90 min
Unit 6	Citizenship and American History	
Chapter 1	You the People - The Citizenship Skills	
U6-C1-L1	The Preamble	90 min
U6-C1-L2	Introduction to the Citizenship Skills	90 min
U6-C1-L3	Cooperation and Patience	90 min
U6-C1-L4	Fairness, Respect, and Strength	90 min
U6-C1-L5	Self-Improvement and Balance	90 min
Chapter 2	Your Job as an American Citizen	
U6-C2-L1	Becoming an American Citizen - Naturalization and Immigration	90 min
U6-C2-L2	Right, Responsibilities, and Privileges of American Citizens	90 min
U6-C2-L3	Participating American Citizens	90 min
Chapter 6	The Federal Judicial System	
U6-C6-L1	Introduction to Chief Justice	90 min
Unit Activities		
	Administration/Testing/Inspections	24 hours
	<i>LET 1 Total Mandatory hours:</i>	130 hours

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Elective hours

Additional instruction from Categories 1, 2, and 3

50.0 hours

LET 1 Total hours: 180 hours

LET 2

Unit 2 Leadership Theory and Application

Chapter 1 Being a Leader

U2-C1-L5 Celebrating Differences - Culture and Individual Diversity 90 min

Chapter 2 Knowing How to Lead

U2-C2-L1 Power Bases and Influence 90 min

U2-C2-L2 Styles of Leadership 90 min

U2-C2-L3 Management Skills 90 min

U2-C2-L4 Communication 90 min

U2-C2-L5 Motivation 90 min

U2-C2-L6 Development 210 min

Chapter 4 Leadership Lab

U2-C4-L8 Taking Charge - Knowing Your Responsibilities as a Leader 360 min

U2-C4-L9 Company Formations and Movement 420 min

Unit 3 Foundations for Success

Chapter 1 Know Yourself – Socrates

U3-C1-L4 Brain Structure and Function 90 min

U3-C1-L5 Left Brain/Right Brain 90 min

U3-C1-L6 Learning Style and Processing Preferences 90 min

U3-C1-L7 Learning Models 90 min

U3-C1-L8 Multiple Intelligences 90 min

Chapter 3 Communication Skills

U3-C3-L5 Becoming a Better Speaker 90 min

U3-C3-L6 Communicating in Groups 90 min

U3-C3-L7 Roles and Group Communication 90 min

Chapter 4 Conflict Resolution

U3-C4-L2 Finding Solutions - Conflict and Behavior 90 min

Chapter 5 Teaching Skills

U3-C5-L1 Preparing to Teach 90 min

U3-C5-L2 Using and Developing Lesson Plans 90 min

U3-C5-L3 Delivering Instruction 90 min

U3-C5-L4 Use Variety in Your Lesson Plan 90 min

U3-C5-L5 Graphic Organizers 90 min

U3-C5-L6 Using Feedback in the Classroom 90 min

Chapter 8 Planning Skills and Social Responsibility

U3-C8-L1 Making the Right Choices 90 min

U3-C8-L2 Goals and Goal Setting 90 min

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Chapter 9	<i>NEFE High School Financial Planning Program</i>	
U3-C9-L2	NEFE Unit 2 - Career: Labor You Love	90 min
Unit 4	Wellness, Fitness, and First Aid	
Chapter 1	<i>Achieving a Healthy Lifestyle</i>	
U4-C1-L4	Dietary Guidelines	90 min
U4-C1-L5	Controlling Fat	90 min
U4-C1-L6	Taking Care of Yourself	90 min
U4-C1-L7	Understanding and Controlling Stress	90 min
Chapter 2	<i>Taking the Challenge</i>	
U4-C2-L2	Ready, Go...Crossing the Finish Line - Year 2	690 min
Chapter 3	<i>First Aid Emergency and Non-Emergency Situations</i>	
U4-C3-L5	First Aid for Burns	90 min
U4-C3-L6	First Aid for Poisons, Wounds, and Bruises	90 min
U4-C3-L7	Heat Injuries	90 min
U4-C3-L8	Cold Weather Injuries	90 min
U4-C3-L9	Bites, Stings, and Poisonous Hazards	90 min
Chapter 4	<i>Drug Awareness and Substance Abuse</i>	
U4-C4-L2	Drugs - Use and Effect	90 min
U4-C4-L3	Tobacco - Use and Effect	90 min
U4-C4-L4	Alcohol - Use and Effect	90 min
Chapter 5	<i>Substance Abuse - Intervention and Prevention</i>	
U4-C5-L2	Substance Abuse Intervention	90 min
U4-C5-L3	Substance Abuse Prevention	90 min
Unit 5	Geography and Earth Science	
Chapter 2	<i>Maps, Map Reading, and Land Navigation</i>	
U5-C2-L1	Introduction to Maps	90 min
Chapter 3	<i>Orienteering</i>	
U5-C3-L1	Orienteering	90 min
Unit 6	Citizenship and American History	
Chapter 3	<i>You the People: The Citizen Action Group Process</i>	
U6-C3-L1	Making Decisions - Majority and Consensus	90 min
U6-C3-L2	Establishing Ground Rules	90 min
U6-C3-L3	Small Group Meetings	90 min
U6-C3-L4	Representative Group Session	90 min
Chapter 4	<i>The Founding of a Nation (1776-1814)</i>	
U6-C4-L1	Revolution and Independence	90 min
U6-C4-L2	Your Constitution - Its Purpose, Reality, and Use	90 min
U6-C4-L3	Young America	90 min
Chapter 5	<i>Growth of a Nation (1815-Present)</i>	
U6-C5-L1	The Formative Years (1815-1899)	90 min
U6-C5-L2	World War I (1914-1918)	90 min
Chapter 7	<i>Sources of Power</i>	
U6-C7-L1	The Organization and Power of Congress	90 min

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

U6-C7-L2	The Executive Branch and Sources of Presidential Power	90 min
U6-C7-L3	Political Parties, Voting and Elections	90 min

Unit

Activities

Administration/Testing/Inspections	24 hours
<i>LET 2 Total Mandatory hours:</i>	130 hours

Elective hours

Additional instruction from Categories 1, 2, and 3	50.0 hours
<i>LET 2 Total hours:</i>	180 hours

LET 3

Introduction to JROTC, A Character and Leadership

Unit 1 Development Program

Chapter 2 The Nation's Defense Forces

U1-C2-L1	The Department of Defense	90 min
U1-C2-L2	The Army Part 1 - The Active Army	90 min
U1-C2-L3	The Army Part 2 - The Reserve Components	90 min
U1-C2-L4	The U.S. Navy	90 min
U1-C2-L5	The U.S. Air Force	90 min
U1-C2-L6	The U.S. Marine Corps	90 min
U1-C2-L7	The U.S. Coast Guard and U.S. Merchant Marine	90 min

Unit 2 Leadership Theory and Application

Chapter 2 Knowing How to Lead

U2-C2-L7	Goal Setting	90 min
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Chapter 3 Leading Situations

U2-C3-L1	Performance Indicators	90 min
U2-C3-L2	Negotiating	90 min
U2-C3-L3	Decision Making and Problem Solving	180 min
U2-C3-L4	Planning	270 min
U2-C3-L10	Basic Command and Staff Principles	270 min

Chapter 4 Leadership Lab

U2-C4-L10	Forming, Inspecting, and Dismissing the Battalion	660 min
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Unit 3 Foundations for Success

Chapter 4 Conflict Resolution

U3-C4-L3	Finding Solutions – Mediation	90 min
	JROTC Success Profiler – The Violence Prevention Profile	270 min
	The Emotional Intelligence Programs – Anger Management Program	270 min

Chapter 6 Making a Difference with Service Learning

These three Service Learning lessons are mandatory but may be taught in any LET level as needed.

U3-C6-L1	Orientation to Service Learning	90 min
U3-C6-L2	Plan and Train for Your Exploratory Project	90 min

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

U3-C6-L3	Project Reflection and Integration	90 min
Chapter 7	Career Planning	
U3-C7-L1	Career Exploration Strategy	90 min
U3-C7-L2	Career Development Portfolio	90 min
U3-C7-L3	Civilian Career Opportunities	90 min
U3-C7-L4	Military Career Opportunities	90 min
U3-C7-L5	College Preparation	90 min
Chapter 8	Planning Skills and Social Responsibility	
U3-C8-L3	Time Management	90 min
Chapter 9	NEFE High School Financial Planning Program	
U3-C9-L3	NEFE Unit 3 - Budget: Don't Go Broke	90 min
U3-C9-L4	NEFE Unit 4 - Savings and Investments: Your Money at Work	90 min
U3-C9-L5	NEFE Unit 5 - Credit: Buy Now, Pay Later	90 min
U3-C9-L6	NEFE Unit 6 - Insurance: Your Protection	90 min
Unit 4	Wellness, Fitness, and First Aid	
Chapter 2	Taking the Challenge	
U4-C2-L3	Ready, Go...Crossing the Finish Line - Year 3	690 min
Unit 5	Geography and Earth Science	
	4 additional hours from chapters 2, 4, or 5	240 min
U5-C6-L1	Environmental Issues - Part 1	90 min
Unit 6	Citizenship and American History	
	10 additional hours from chapters 2, 4, 5, and 6	600 min
	Additional Required Lesson Hours	
	Instruction from Categories 1, 2, and 3 focusing on Cadet development.	660 min
Unit Activities		
	Administration/Testing/Inspections	24 hours
	<i>LET 3 Total Mandatory hours:</i>	130 hours
		Elective hours
	Additional instruction from Categories 1, 2, and 3	50.0 hours
	<i>LET 3 Total hours:</i>	180 hours
LET 4		
Unit 2	Leadership Theory and Application	
Chapter 3	Leading Situations	
U2-C3-L5	Leading Meetings	540 min
U2-C3-L6	Supervising	540 min
U2-C3-L7	Team Development	540 min
U2-C3-L8	Project Management	540 min
U2-C3-L9	Mentoring	540 min
Chapter 4	Leadership Lab	
U2-C4-L11	Review of Drill Procedures	540 min
Unit 4	Wellness, Fitness, and First Aid	

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Chapter 2 Taking the Challenge

U4-C2-L4 Ready, Go...Crossing the Finish Line - Year 4 990 min

Unit 5 Geography and Earth Science

4 additional hours from chapters 2,4, or 5 240 min

U5-C6-L2 Environmental Issues – Part 2 90 min

Unit 6 Citizenship and American History

10 additional hours from chapters 2, 4, 5, and 6 600 min

Additional Required Lesson Hours

Instruction from Categories 1, 2, and 3 focusing on Cadet development. 1200 min

Unit

Activities

Administration/Testing/Inspections 24 hours

LET 3 Total Mandatory hours: 130 hours

Elective hours

Additional instruction from Categories 1, 2, and 3 50.0 hours

LET 4 Total hours: 180 hours

Elective JROTC Units and Lessons

Unit 2 Leadership Theory and Application

Chapter 4 Leadership Lab

U2-C4-L12 Stationary Movements with the M-1903 Rifle 90 min

U2-C4-L13 Stationary Movements with the M1 Rifle 90 min

U2-C4-L14 The Saber and the Scabbard 90 min

Unit 3 Foundations for Success

Chapter 8 Planning Skills and Social Responsibility

U3-C8-L4 Cadet Etiquette Guide 90 min

Unit 5 Geography and Earth Science

Chapter 2 Maps, Map Reading, and Land Navigation

U5-C2-L2 Introduction to Topographical Maps 90 min

U5-C2-L3 The Grid Reference System and Six-digit Grid Coordinate 90 min

U5-C2-L4 Contours and Landforms 90 min

U5-C2-L5 Determining Distance 90 min

U5-C2-L6 Determining Direction 90 min

U5-C2-L7 Converting the Grid-Magnetic Angle 90 min

U5-C2-L8 Determining Location 90 min

Chapter 4 Air Navigation

U5-C4-L1 Getting There by Air 90 min

Chapter 5 Exploring the World

U5-C5-L1 Before You Get Started - Approaches and Basic Concepts 90 min

U5-C5-L2 North America - From Tundra to Tropics 90 min

U5-C5-L3 South America - Through the Tropics towards Antarctica 90 min

U5-C5-L4 Europe - The Peninsular Continent 90 min

U5-C5-L5 Asia - The Largest, Most Populous Continent 90 min

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

U5-56-L6 Africa - The Plateau Continent 90 min

U5-C5-L7 Australia and the Rest of Oceania 90 min

Chapter 6 Environmental Awareness

U5-C6-L1 Environmental Issues - Part 1 90 min

U5-C6-L2 Environmental Issues - Part 2 90 min

Unit 6 Citizenship and American History

Chapter 5 Growth of a Nation (1815-Present)

U6-C5-L3 World War II (1939-1945) 90 min

U6-C5-L4 The Cold War (1946-1959) 90 min

U6-C5-L5 Times of Turmoil (1960-1976) 90 min

U6-C5-L6 America's Challenge to Change (1977-Present) 90 min

U6-C5-L7 Experiencing History 90 min

Chapter 6 The Federal Judicial System

U6-C6-L2 The Federal Courts 90 min

U6-C6-L3 John Marshall and the Judicial Review 90 min

U6-C6-L4 The Department of Justice 90 min

U6-C6-L5 Military Justice 90 min

U6-C6-L6 Enforcing the Law 90 min

Chapter 8 Advanced Citizenship and American History

U6-C8-L1 Democracy and Freedom 90 min

U6-C8-L2 Redefining American Citizenship 90 min

U6-C8-L3 Reviving American Citizenship 90 min

U6-C8-L4 You Constitution, How It works 90 min

U6-C8-L5 Local Government 90 min

U6-C8-L6 Presidential Power Project 90 min

U6-C8-L7 Congress Project 90 min

U6-C8-L8 Supreme Court Project 90 min

U6-C8-L9 Advanced Citizenship and YTP Projects 90 min

Unit 7 Air Rifle Safety and Marksmanship

Chapter 1 Air Rifle Safety and Marksmanship

U7-C1-L1 History of Marksmanship 90 min

U7-C1-L2 Firearm Safety and Safe Range Operation 90 min

U7-C1-L3 Target Shooting Equipment and Its Operation 90 min

U7-C1-L4 The First Target Position -- Standing 90 min

U7-C1-L5 Aiming and Firing 90 min

U7-C1-L6 Sight Adjustment and Scoring 90 min

U7-C1-L7 The Prone Position 90 min

U7-C1-L8 The Kneeling Position 90 min

U7-C1-L9 Practice and Skill Development 90 min

U7-C1-L10 Competition Opportunities 90 min

Total Elective Hours of Established Lessons

76.5 hours

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Evaluation Tools

Lesson Level: Lessons include the assessment tool.

Chapter Level: Each chapter has test materials available.

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Training Support Equipment and Materials

Required equipment and materials will be listed on the unit Common Table of Allowances (CTA).

Print Materials

1. Instructor Desk Reference
2. Program of Instruction (POI)
3. Instructor Manual - Unit 1- Introduction to JROTC, A Character and Leadership Development Program
4. Instructor Manual - Unit 2 - Leadership Theory and Application
5. Instructor Manual - Unit 3 - Foundations for Success
6. Instructor Manual - Unit 4 - Wellness, Fitness, and First Aid
7. Instructor Manual - Unit 5 - Geography and Earth Science
8. Instructor Manual - Unit 6 - Citizenship and American History
9. Instructor Manual - Unit 7 - Air Rifle Safety and Marksmanship
10. Pearson Hardcover Textbook 1 (U1 & U2)
11. Pearson Hardcover Textbook 2 (U3 & U4)
12. Pearson Hardcover Textbook 3 (U5)
13. Pearson Hardcover Textbook 4 (U6)
14. Cadet Reference
15. Brain Compatible Learning for the Block - Special JROTC Edition

CD-ROMs

16. Unit 1 - Introduction to JROTC, A Character and Leadership Development Program CD-ROM
17. Unit 2 - Leadership Theory and Application CD-ROM
18. Unit 3 - Foundations for Success CD-ROM
19. Unit 4 - Wellness, Fitness, and First Aid CD-ROM
20. Unit 5 - Geography and Earth Science CD-ROM
21. Unit 6 - Citizenship and American History CD-ROM
22. Unit 7 - Air Rifle Safety and Marksmanship CD-ROM
23. Quantum Learning CD-ROM
24. Success Profiler CD-ROM
25. Success Profiler Print Materials CD-ROM
26. JROTC Today: Tomorrow's Leaders CD-ROM
27. Interactive Nights Out2 CD-ROM
28. Virtual Experience Interactive Learning System CD-ROM # 1
29. Virtual Experience Interactive Learning System CD-ROM # 2
30. Will Interactive What a Difference a Day Makes CD-ROM
31. Will Interactive Just 2 Days CD-ROM

VIDEOS

32. *JROTC Today: Tomorrow's Leaders* Video, (Unit 1)
33. *Introduction to Service Learning* Video, (Unit 3)
34. *You The People* Video, (Unit 6)

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

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35. Unlocking Your Potential - JROTC 005, (Unit 3)
36. A Clean Start PIN 711083DA, TVT 145-19, (Unit 1)
37. Speaking of Comedy PIN 711082DA, TVT 145-18, (Unit 3)
38. Winning Colors PIN 711070, TVT 145-6, (Unit 3)
39. Winning Colors Instructor Video PIN 711070, TVT 145-6, (Unit 3)
40. In Real Life: Sexual Harassment in Schools PIN 711068, TVT 145-5, (Unit 2)
41. The Heimlich Maneuver PAN A0501-98-JROTC002, (Unit 4)
42. Freedoms PIN 711075DA, TVT 145-11, (Unit 6)
43. Cocaine to Crack: Gina's Story PIN 711073DA, TVT 145-9, (Unit 4)
44. Steps to Success PIN 711071DA, TVT 145-7, (Unit 2)
45. Mental Training for the Junior Shooter PAN A0501- 98-JROTC004, (Unit 7)
46. Spaceship Earth PIN 711080DA, TVT 145-16, (Unit 5)
47. Colin Powell - The Making of a Leader PIN 711076DA, TVT 145-12, (Unit 2)
48. Once More with Feeling PIN 711079DA, TVT 145-15, (Unit 3)

Support Personnel Summary

Support Personnel will be provided in accordance with AR 145-2, CCR 145-2 and contract DA Form 3126 or DA Form 3126-1.

Facility Summary - Validated

Facility: Provided by the host school in accordance with AR 145-2, CCR 145-2 and contract DA Form 3126 or DA Form 3126-1.

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps and National Defense Cadet Corps

Preparation Date: 11 JAN 2002

Optimum Class Size: 20

Curriculum Management

Expanded Curriculum Levels

This section provides a framework for a pre-LET and a LET 5 through LET 8. You will not receive a curriculum written specifically for these levels. How you actually fill the hours suggested will be determined by your local needs, your ingenuity, and the general guidelines in this *Program of Instruction*.

Most students cannot afford to take two semesters of electives each year; therefore, you may need to earn equivalency credit in other areas to expand your program. Many programs are receiving credit for physical education, life management skills, wellness, social studies, civics, etc. If you want to earn core credit in JROTC, you will first need to obtain the framework from the subject you want to teach – this will provide you with the guidelines that you will be required to meet. You will need to concentrate in these areas using LET materials and curriculum from the subject you want to teach to meet the requirements of that subject's framework. Of course, you must work in concert with the school administration and meet any certification requirements that might apply.

Many instructors see block scheduling as a blessing that allows them to teach more of the JROTC curriculum. The new curriculum is written to support block training. In schools that have not incorporated the block, the lessons can be taught in two separate 45-minute periods. Hands-on training is the backbone of this release. The flexibility of the new lessons will allow you to expand *Unlocking Your Potential* and *Winning Colors* into much longer courses by adding more activities and practical exercises. Auxiliary Programs like the Military Order of the World Wars (MOWW) curriculum and the High School Financial Planning Program can also help you to fill additional hours wisely. Block scheduling will also give you the extra time you need to hold mock elections, present real-world activities, or spend time on basic skills instruction.

PRE-LET

Pre-LET is a non-uniform course designed for participating students – not cadets; therefore, we suggest that a high school prep course from the MOWW be the basis for it. We recommend that you contact your local MOWW chapter for a copy of this course. It was written by a former Air Force JROTC Aerospace Science Instructor (ASI) as an introductory high school course. He is now the National Chairman of the ROTC Committee and has made the curriculum available to all JROTC units. For more information on the MOWW Pre-LET course, check the MOWW web site (<http://www.militaryorder.org/>) under the heading of High School Prep.

You **cannot** teach LET 1 to anyone who is not yet in the ninth grade; however, portions of LET 1 like *Winning Colors* and *Unlocking Your Potential* can be included in the Pre-LET course. Additionally, students should begin work on creating their portfolios as soon as possible. These

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types of programs are reinforced by repetition and will not cause transferring cadets to become academically misaligned with other programs.

The *Power Surge* videos that the ASI suggests on the MOWW web site are good, but they are expensive. You can often find support on these subjects from your media center or within the standard curriculum, should you desire to include the topics that the videotape series covers.

Those of you who do not have a Pre-LET course may elect to incorporate the MOWW material throughout your normal course of instruction. The following chart shows the suggested breakdown of hours for a Pre-LET course using the MOWW material.

<i>Table D</i>			
SUBJECTS	HOURS	SUBJECTS	HOURS
Introduction	3	Career Assessment	15
Mind, Body, Spirit *	5	Career Day	2
5-Step Speaking & Writing Process	10	Music Lesson	2
Speech #1	4	Study Smart – Not Hard	3
<i>Winning Colors</i>	3	Conflict Resolution	5
Potential	5	Teams	10
Self-Image	7	Service Learning	10
Changing to Positive Behavior	2	Cadet Challenge	10
Success **	2	Total:	108
Speech #2	8	Drill/Team Sports/Admin. /Electives	72
Dental Care	2	Grand Total:	180

If you are on accelerated block scheduling and will keep the students for the entire year, you may add the Pre-LET features (discussed above) to the course, count it as LET 1, and restructure your remaining instruction to follow it. However, do not replace LET 1 unless you are certain that you will keep those students the second semester.

At any point, you can insert *You the PEOPLE*, *Lions-Quest*, and/or *Skills Mapping/ Success Profiler* either in conjunction with almost any LET instruction or as separate semester courses; these programs are excellent for LETs 5 to 8. The *High School Financial Planning Program* is excellent for all students, but it is essential for juniors and seniors.

You have enough material in your curriculum to expand to these additional years. If you still want more material, several programs such as the Distributive Education Clubs of America or Future Farmers of America have leadership and citizenship curricula that could reinforce JROTC training. You should contact the local chapters of those organizations to see how you can work together.

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Under special circumstances, you may permit students to complete a LET level using the self-paced option, in the lesson plan, in conjunction with participation in activities. However, you must use strict discretion when allowing this alternative, as some cadets may not be able to handle the extra work of the self-paced format. Additionally, you can use the self-paced option to help students, who are home schooled, either by choice or by illness. Our policy is to support home-schooled students authorized by the host institution to participate in JROTC. In order to receive credit for the program or to participate in extracurricular activities, a parent must agree to the general supervision of the Army instructor. Of course, if you choose any of these alternatives, you must work with your school administration and monitor each situation closely.

Note: Unless a student is taking a full course, instructors should copy individual lessons from the Instructors Manual or print them from the CD-ROM.

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Equivalency Credit

If funding and recruitment issues are surfacing, an alternative to this dilemma is to allow students to earn equivalency or substitution credit from JROTC courses and apply that credit toward courses required for graduation. For example, in Florida, Army JROTC cadets are allowed to earn 0.5 equivalent required graduation credit in life management skills (health education) for completing Leadership Education and Training 1 and 2. Many other states, such as Tennessee, Texas, California, South Carolina, etc., also allow equivalency credit if locally approved.

Then, upon completion of the approved number of JROTC courses, a cadet receives credit toward graduation in the required area. However, the cadet does not receive an extra course credit or half credit toward graduation, just the assurance that the graduation requirement was fulfilled and the course credit (or Carnegie Unit) awarded for those JROTC courses.

How might JROTC instructors approach their own state or local administrators to see about locally approved course substitutions?

Equivalency Credit for JROTC Courses



**JROTC Program
Student Outcomes**

**Required Course
Student Outcomes**

First, the student required standards for the academic required course, such as general science, civics, or health education, should be identified and reviewed. Next, A simple matrix can be used to match JROTC course standards to the academic required course.

When the correlation is completed, and it is obvious that the course standards of the JROTC course satisfy the course standards for the substitution course, the local (or state) policy makers can be approached for course equivalency/substitution approval. Since this may be a new concept to some administrators, they may need not only to accept the correlation

matrix, but also have time to absorb this concept as a solution to funding or scheduling frustrations.

JROTC COURSE COMPETENCIES

Performance assessment is driven by competencies. A competency is a major skill or ability needed to perform a task effectively and efficiently. Course competencies are outcomes that are stated in observable and measurable terms telling learners what they will be able to do as the result of a given learning experience. Competencies describe performance at the application

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level or above. They are supported by criterion (or learning objectives) that serves as benchmarks toward achieving the competency.